

## DAISY ELEMENTARY

2801 Red Bluff Road  
Loris, SC 29569

**GRADES** PK-5 Elementary School

**ENROLLMENT** 551 Students

**PRINCIPAL** Dawn N Guion 843-756-5136

**SUPERINTENDENT** Gerrita Postlewait 843-488-6700

**BOARD CHAIR** Will Garland 843-358-8002

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
3	18	62	24	2

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Good	N/A
<b>2002</b>	Good	Excellent	N/A
<b>2003</b>	Good	Unsatisfactory	No
<b>2004</b>	Good	Unsatisfactory	No

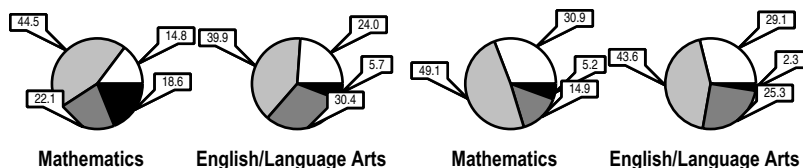
**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING**

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

61.3%

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)****Our School****Elementary Schools with Students like Ours****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**PACT PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 17.6%</b>									
All Students	283	100.0	24.0	39.9	30.4	5.7	47.9	Yes	Yes
<b>Gender</b>									
Male	143	100.0	28.6	39.1	30.1	2.3	44.4		
Female	140	100.0	19.2	40.8	30.8	9.2	51.5		
<b>Racial/Ethnic Group</b>									
White	137	100.0	12.5	35.9	44.5	7.0	64.1	Yes	Yes
African-American	138	100.0	34.6	44.1	17.3	3.9	32.3	Yes	Yes
Asian/Pacific Islanders	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	217	100.0	14.8	40.4	37.4	7.4	58.6		
Disabled	66	100.0	55.0	38.3	6.7	0.0	11.7	No	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	283	100.0	24.0	39.9	30.4	5.7	47.9		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	281	100.0	23.4	40.2	30.7	5.7	48.3		
<b>Socio-Economic Status</b>									
Subsidized meals	240	100.0	27.3	42.7	26.4	3.6	41.8	Yes	Yes
Full-pay meals	43	100.0	7.0	25.6	51.2	16.3	79.1		

<b>Mathematics - State Performance Objective = 15.5%</b>									
All Students	283	100.0	14.8	44.5	22.1	18.6	57.8	Yes	Yes
<b>Gender</b>									
Male	143	100.0	18.0	43.6	22.6	15.8	54.1		
Female	140	100.0	11.5	45.4	21.5	21.5	61.5		
<b>Racial/Ethnic Group</b>									
White	137	100.0	4.7	35.9	28.9	30.5	74.2	Yes	Yes
African-American	138	100.0	25.2	53.5	15.7	5.5	41.7	Yes	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	8	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not disabled	217	100.0	8.4	42.9	24.6	24.1	68.0		
Disabled	66	100.0	36.7	50.0	13.3	0.0	23.3	Yes	Yes
<b>Migrant Status</b>									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A		
Non-migrant	283	100.0	14.8	44.5	22.1	18.6	57.8		
<b>English Proficiency</b>									
Limited English Proficient	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	281	100.0	14.6	44.4	22.2	18.8	58.2		
<b>Socio-Economic Status</b>									
Subsidized meals	240	100.0	17.7	48.2	21.4	12.7	52.7	Yes	Yes
Full-pay meals	43	100.0	0.0	25.6	25.6	48.8	83.7		

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**PACT PERFORMANCE BY GRADE LEVEL**

		<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
<b>English/Language Arts</b>								
<b>2003</b>	<b>Grade 3</b>	102	100.0	21.3	34.0	34.0	10.6	44.7
	<b>Grade 4</b>	76	98.7	26.5	48.5	25.0	N/A	25.0
	<b>Grade 5</b>	82	100.0	30.1	52.1	17.8	N/A	17.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	94	100.0	23.9	25.0	36.4	14.8	51.1
	<b>Grade 4</b>	102	100.0	24.2	41.4	32.3	2.0	34.3
	<b>Grade 5</b>	88	100.0	25.9	54.3	19.8	N/A	19.8
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>Mathematics</b>								
<b>2003</b>	<b>Grade 3</b>	102	100.0	10.6	40.4	30.9	18.1	48.9
	<b>Grade 4</b>	76	98.7	11.6	52.2	13.0	23.2	36.2
	<b>Grade 5</b>	82	100.0	16.4	49.3	23.3	11.0	34.2
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<b>2004</b>	<b>Grade 3</b>	94	100.0	14.8	46.6	26.1	12.5	38.6
	<b>Grade 4</b>	102	100.0	15.2	38.4	22.2	24.2	46.5
	<b>Grade 5</b>	88	100.0	18.5	48.1	16.0	17.3	33.3
	<b>Grade 6</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 7</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	<b>Grade 8</b>	N/A	N/A	N/A	N/A	N/A	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 551)				
First graders who attended full-day kindergarten	100.0%	N/C	100.0%	100.0%
Retention rate	2.5%	Down from 4.8%	3.6%	2.7%
Attendance rate	97.3%	Down from 97.5%	96.2%	96.4%
Students with disabilities other than speech taking PACT (ELA) off grade level	11.3%		6.7%	4.6%
Students with disabilities other than speech taking PACT (Math) off grade level	7.8%		5.3%	3.5%
Eligible for gifted and talented	9.6%	Up from 7.5%	6.8%	13.5%
On academic plans	N/AV	N/AV	N/A	N/AV
On academic probation	N/AV	N/AV	N/A	N/AV
With disabilities other than speech	12.5%	Down from 12.8%	8.5%	8.2%
Older than usual for grade	0.7%	Down from 1.3%	2.2%	0.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 43)				
Teachers with advanced degrees	30.2%	Up from 27.9%	47.5%	51.4%
Continuing contract teachers	76.7%	Down from 81.4%	82.8%	87.5%
Highly qualified teachers**	94.6%	N/A	94.0%	95.0%
Teachers with emergency or provisional certificates	2.9%		2.2%	0.0%
Teachers returning from previous year	85.3%	Up from 83.2%	84.7%	86.7%
Teacher attendance rate	95.1%	Up from 94.5%	94.7%	94.9%
Average teacher salary	\$37,981	Up 0.4%	\$40,146	\$40,760
Prof. development days/teacher	14.8 days	Up from 10.6 days	13.3 days	12.4 days

School				
Principal's years at school	0.5	Down from 17.0	4.0	4.0
Student-teacher ratio in core subjects	20.2 to 1	Up from 19.9 to 1	17.5 to 1	18.9 to 1
Prime instructional time	92.3%	Up from 91.7%	89.6%	90.0%
Dollars spent per pupil*	\$6,928	Up 18.2%	\$6,476	\$6,044
Percent of expenditures for teacher salaries*	62.3%	Down from 67.8%	64.9%	65.9%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	Down from 99.8%	99.0%	99.0%
SACS accreditation	Yes	No change	Yes	Yes
Character development program	Excellent	N/A	Good	Good

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools**	87.9%	92.0%
Highly qualified teachers in high poverty schools**	92.8%	91.1%
	State Objective	Met State Objective
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

We are pleased to share this Report Card highlighting the achievements of Daisy's teachers and students. Construction has been completed, and we are excited about having a "new" building for educating our children. The 2003-04 school year completed our tenth successful year operating on a year-round calendar.

Through the efforts of our teachers and staff we progressed towards meeting the performance goals in our strategic plan. Daisy's 2nd-4th grade students made significant achievement on the 2003 PACT in the area of math. Third graders scored 18.9% advanced and fourth graders scored 23.2% advanced. Kindergarten exceeded the district's performance goal for the 2003-04 school year: 100% of kindergarten students attained a text level of "3" or greater. First grade attained 89.8% of students on a text reading level above "16."

Many of our teachers participated in professional development focused on reading and comprehension strategies. Two teachers completed their Master's degrees. Several teachers are working on certification in the area of gifted education.

Our greatest achievement for the second time was being recognized by the EOC for "Closing the Achievement Gap." Daisy Elementary was recognized in 2003 and 2004. Daisy's accomplishments can be attributed to operating on a year-round calendar, which allowed approximately 200 child development through 5th grade students to attend four weeks of intersession school before PACT. Approximately 100 second through fifth grade students attended extended day in order to improve PACT ELA and math scores. Another achievement is the implementation of PALS and Rigby's Reach for Reading, which provide individual and group support in reading to students in child development through second grade.

The main challenge faced by Daisy Elementary is parental and community involvement. During the coming school year, we will work with our PTO, School Improvement Council, and teachers to continue to increase parental and community involvement.

Dawn N. Guion, Principal

Sammy Stalvey, School Improvement Council Chairman 2003-04

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	46	80	45
Percent satisfied with learning environment	95.7%	83.8%	90.7%
Percent satisfied with social and physical environment	93.5%	76.3%	88.4%
Percent satisfied with home-school relations	66.7%	83.8%	83.7%

\*Only students at the highest elementary school grade level at this school and their parents were included.